

HELP!

**I have to teach
elementary music!**

By Oscar Pangilinan



Early Days

My early start with music:

- Started on clarinet in 4th grade
- “Borrowed” my sister’s saxophone in 6th grade
- Joined my district Jazz Band
- Eventually returned to playing music in my junior year of high school



Who Am I?

As a performer...

- Predominately Jazz Music Performer
- Led numerous groups, and recorded an album called "The Bad Ones"
- Performed in Taiwan, Japan, and other countries in 2018-19 before the Pandemic
- Got to play the National Anthem at a 49ers game in 2021



Who Am I?

As an educator:

- Graduated from SJSU with a degree in Jazz Studies (2014)
- Low Winds/Sax Sectional Coaching (MS / HS)
- Private Studio Teaching
- M.Ed. and SS Credential in 2021-22
- Taught secondary and general music with Alum Rock Union School District (ARUSD)
- Director of the San Jose Jazz High School All-Stars
- Currently teaching elementary music with Santa Clara Unified (SCUSD)

**Fun ways to
torment a
performance
major...**



**“Hey, it’s 10 mins to
downbeat. You
close?”**



**“We moved the
chart up a minor 3rd
for... reasons.”**



**“Hey, wanna teach
this elementary
music program?”**





**“You’re
hired!”**

Takeaways for today:

1

A different perspective from someone who didn't major in Music Education for their undergraduate degree

2

Insights into how I build habits of mind for young performers

3

Insights for what skills you could teach early on that will set students up for future success as musical performers

My Teaching Philosophy

1

Experiential learning is at the heart of what I teach

2

My pedagogy borrows a lot from the natural approach to teaching language

3

Creating opportunities for students to perform regularly

4

Perpetually placing myself as a learner alongside students in the classroom

My Daily Challenge

1

My elementary classes are 40-50 minutes. In this configuration, students only see me once a week

2

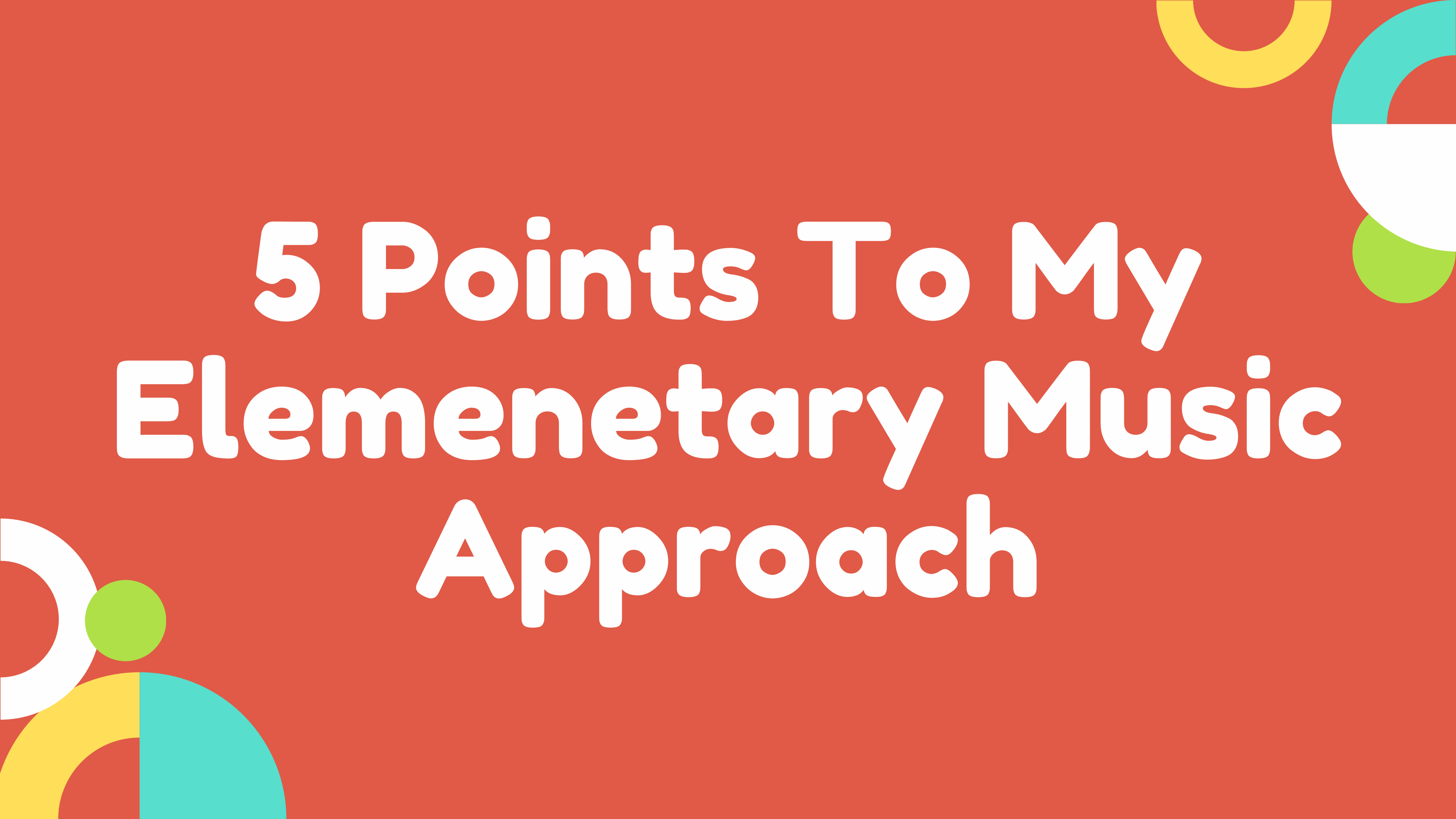
I work with over 500 students weekly; 220 third grade students, 100+ 4/5 band and orchestra at 3 different elementary school sites

3

There isn't a district adopted scope and sequence for our elementary music program (**soon™**)


4

Adjusting all of my years of prior experience to teaching elementary music students grades 3-5



5 Points To My Elementary Music Approach

1. Habits of Mind Framework

 Denotes the 6 habits of mind I think are essential for preparing young musicians to succeed with music at the elementary level

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

Predict, Plan, Practice



PREDICTION



PLAN



PRACTICE

Predictions are easy. Plans require thought. Practice is never perfect.



“I trained for four years to run for only nine seconds. There are people who, because they do not see results in two months, give up and quit. Sometimes failure is brought on by oneself.”

- Usain Bolt

2. Embrace the Meme Songs



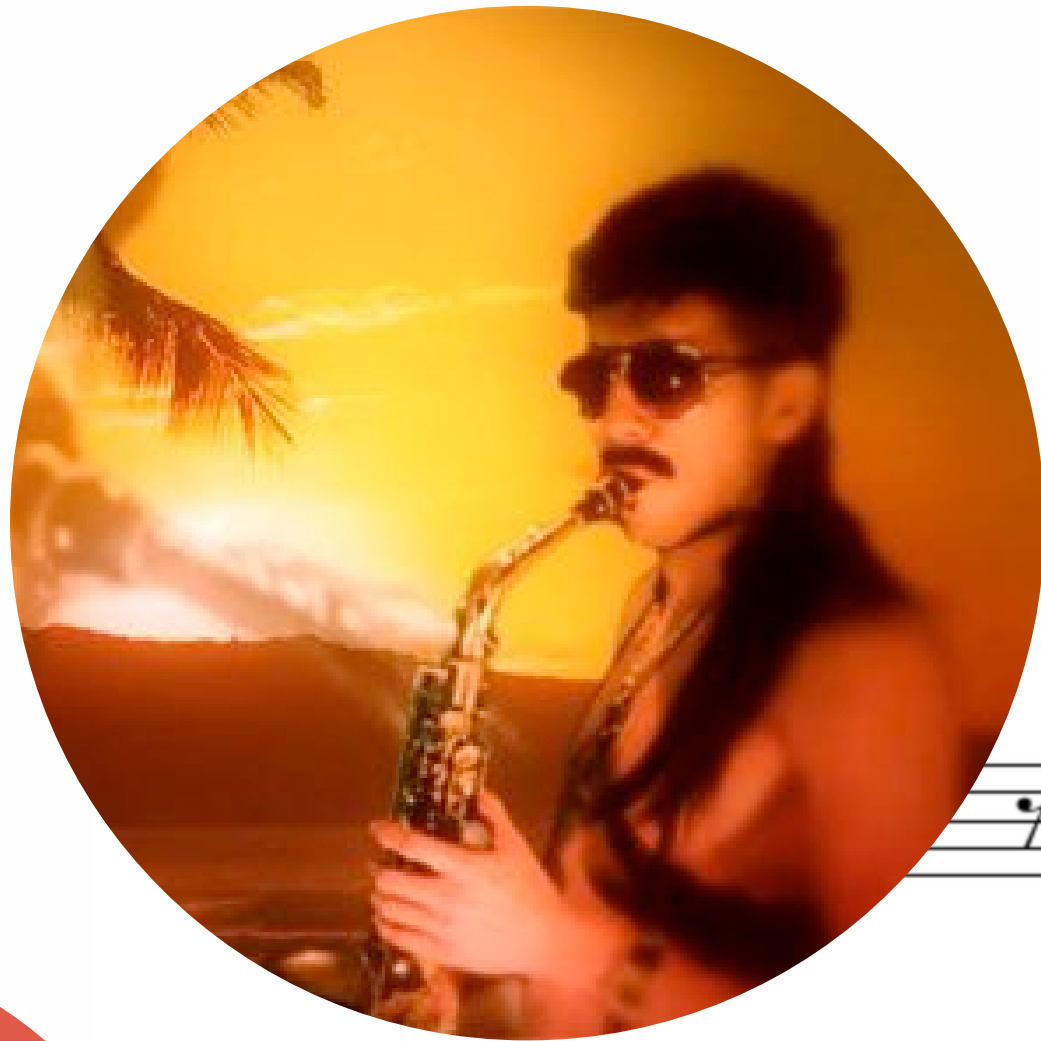
Meme Songs

- Meme Songs are actually great learning opportunities
- “Careless Whisper”, “Never Gonna Give You Up”, and the Harry Potter theme are still popular, even with elementary students I teach in Santa Clara.

Other Benefits

- They extrinsically motivate students to learn by ear
- Meme songs, just as Kodaly songs, engage students to experience elements like syncopation, dynamics, and articulations





§
Bm Em⁷

Musical notation for the first staff. It begins with a section symbol (§) and a key signature of one flat (Bm). The melody consists of eighth notes with slurs, followed by a repeat sign and a key signature change to one sharp (Em⁷).

G F# F#7 Bm

Musical notation for the second staff. It starts with a treble clef and a key signature of one sharp (G). The melody features slurs and a key signature change to one flat (Bm) in the final measure.

3. Practice Performance

Practice Performance



- Regular performance by students is essential to how I teach
- For 3rd grade students:
- Providing opportunities to perform in class for their peers
- For 4th/5th grade instrumental students
- Providing opportunities to perform for their peers and the general public



Practice Performance (Cont.)

- Practicing performance doesn't have to be formal
- Performances can be for anyone and everyone
- Helps to reduce the anxiety of performance when they eventually do take the stage in the Spring
- Performances are never perfect, and inform how future opportunities for growth for both teacher and student

4. Gamification of learning



Gamification

- I love video games, and so gamifying learning is very natural to me
- Gamification of a lesson engages students because the consequences for their actions are constant throughout
- There are so many more tools available to educators now that make gamifying lessons easy
- The right gamified lesson can build teamwork skills while also meeting learning goals



Gamification

- I use Kahoot to train students with music literacy
- The game modes offered through Kahoot add a layer of interactivity that encourage students to demonstrate knowledge at a comfortable pace
- The data I'm able to collect from the activity allow me to plan future instruction and assess for gaps



5. Aural Training and Active Listening



Aural Training & Active Listening

- Active listening is an essential skill for performance music
- Training elementary students to be active listeners will set them up for great success
- I regularly engage students with active listening and aural training to ignite their interest at the start of class
- 3rd Grade Classes
 - Singing warm up + imitation
- 4th/5th grade orchestra and band
 - Imitation / repetition using limited pitch sets



x



(low)

1 DO

2 RE

3 MI

4 FA

5 SO

6 LA

7 TI

8 DO (high)



**MR. P WILL SING
THE CLASS WILL SING BACK**

**CAREFUL WHAT YOU SING!
YOU DON'T WANT TO BECOME
THE DODO!**

